

Article - Education

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§6–121.

(a) A teacher preparation program shall:

(1) Include the following components of instruction:

(i) Basic research skills and methods and training on the routine evaluation and use of research and data to improve student performance;

(ii) Differentiation of instruction and demonstration of cultural competence for students of diverse racial, ethnic, linguistic, and economic backgrounds with different learning abilities;

(iii) Implementation of restorative approaches for student behaviors;

(iv) Identifying and assessing, in the context of the classroom, typical student learning deficits and techniques to remedy learning deficits;

(v) Recognizing and effectively using high quality instructional materials, including digital resources and computer technology;

(vi) Core academic subjects that teachers will be teaching;

(vii) Methods and techniques for identifying and addressing the social and emotional needs of students, including trauma-informed approaches to pedagogy; and

(viii) Skills and techniques for effective classroom management;

(2) Require program participants to demonstrate competency in each of the components required under paragraph (1) of this subsection;

(3) Provide training in the knowledge and skills required to understand and teach the Maryland curriculum frameworks; and

(4) On or after July 1, 2025, require passing a nationally recognized, portfolio-based assessment of teaching ability as a requirement for graduation.

(b) Each teacher preparation program shall incorporate classroom observations in which the program participant is observed in different school settings at the beginning of the teacher preparation program to assist a program participant in determining if the program participant has the aptitude and temperament for teaching.

(c) A teacher preparation program shall develop a method for regularly communicating and collaborating with local school systems, including, if necessary, through financial memoranda of understanding, to strengthen teacher preparation, induction, and professional development programs.

(d) (1) An institution of higher education that offers graduate level courses in school administration shall develop:

(i) A method for evaluating the potential of program participants to be effective school leaders; and

(ii) A curriculum to enable school leaders to organize and manage schools to achieve the effectiveness of top-performing schools or school systems, including:

1. Management of highly skilled professionals in a professional work environment; and

2. Effective peer observations and effective evaluations of other personnel.

(2) These courses shall include clinical experience and assessments to determine whether participants demonstrate competency in these areas.

(e) An institution of higher education:

(1) May, if the institution of higher education shows cause, expand the total number of credit hours required to graduate from an undergraduate teacher preparation program by up to 12 credits; and

(2) May not require a number of credit hours in excess of 132 total credit hours to graduate from an undergraduate teacher preparation program.

(f) To further support and strengthen the profession of teaching in the State, the Department shall:

(1) Provide technical assistance and other supports to teacher preparation programs at institutions of higher education in the State;

(2) Develop a systemic method of providing feedback to teacher preparation programs to ensure that institutions of higher education have the most current information about the content, composition, and expectations for teachers of prekindergarten through 12th grade classes; and

(3) Assist teacher preparation programs in seeking and retaining highly qualified individuals, including individuals from groups historically underrepresented in the teaching profession.

(g) The State Board and the Professional Standards and Teacher Education Board shall, in consultation with the Accountability and Implementation Board established under § 5–402 of this article, adopt regulations to carry out the provisions of this section.

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